RESOURCE HANDBOOK FOR FACILITATIVE LEADERSHIP

AND

DIALOGUE EDUCATION

Designing for Dialogue – Quotes from Dr. Jane Vella (Founder of Global Learning Partners):

"I have always tried, through careful design and through the use of principles of dialogue education, to be accountable to my learners. Today, using quantum thinking, I can be accountable in a new way: aware that what the learners learn is much beyond what I have planned. The quantum concept of their participation in the construction of meaning and usefulness assures me that – they are learning what they need for their context."

"Sound relationships for learning involve respect, safety, open communication, listening and humility."

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INTRODUCTION AND OVERVIEW

RESOURCES FOR FACILITATORS

Welcome to a great learning opportunity with colleagues throughout Utah. Since 2011 the Utah State Office of Education in collaboration with school districts and university partners have worked together to create a five-week learning experience for over 9,000 teachers, K-12. The challenge of providing support for teachers to not just better understand the new core standards, but to continually adjust instructional practices and lesson design so that all students are successful in achieving those standards has been a collaborative effort. This facilitators' handbook is just one resource that has been developed through the efforts of teams of teachers throughout the state. The task of creating sustained, ongoing learning for educators is challenging and so our goal is to provide as many digital resources so that school and community leaders will enhance their skills in working collaboratively to benefit our children, in Utah as well as across the country.

Section One: Adult Learning to Support Student Learning

This section is at the HEART of why our profession has the potential for long term impact on not just the lives of students, but also on creating the kind of society we value. There are two basic assumptions that are foundational in designing opportunities for authentic adult learning that WILL impact teaching practices and student learning:

- 1. The first assumption is that we learn <u>from and with</u> each other every day of our lives, both in formal and informal settings, and THIS is at the heart of how we learn together over the summer months in the Core Academy: Mutual Learning and Respect for Diverse Viewpoints for a Common Purpose: Increased Student Learning and Success;
- 2. The second assumption, like the first, is connected to our actual classroom practices: The people best able to make instructional decisions are those people closest to the learners, that is, teachers together with students and parents.

Part one highlights the basis of dialogue education using Dr. Jane Vella's twelve principles and four learning tasks to help us design high quality professional learning for colleagues as well as students. This section also provides resources that we can use with Professional Learning Communities in our schools so that we can all better understand the challenges we face in preparing students for careers of the 21st century and the post-secondary education that is necessary. *In other words, what we as facilitators do in each academy session is what teachers can then translate and apply to their own classrooms on the first day of school in August:* Engaging learners in what is most immediately relevant for them to actually USE with students.

Section Two: Facilitators NOT Presenters

There is an ART of facilitation that we value as an achievable goal with practice. Facilitators are responsive to the learning needs of the learner. One way to do this is to send out a LNRA prior to meeting participants (Learning Needs and Resource Assessment: a Vella practice). In the design of each learning task the twelve principles are exemplified and the facilitator DOES NOT hover over the

learners, but gives them space to ENGAGE in the learning and then be <u>accountable</u> for sharing that learning with the group. It is the role of the facilitator TO LISTEN intently to each person, <u>confirming</u> your understanding of what participants are saying, <u>acknowledging</u> that you value their contribution, and <u>connecting</u> what they have said with ideas you have made or will make or have been made by others. The goal of expert facilitation is to PAY ATTENTION to the needs of the learners and LEARN with them (as we do in the classroom every day).

Section Two has tools and approaches for you to begin to reflect on the development of your facilitation skills. Set some goals for yourself and have your co-facilitator give you feedback at the end of the day.

- Did I listen intently and with respect to each person?
- Were my instructions clear and concise when I set up the learning task?

This section also provides you with resources to use with PLCs, department meetings, or other learning environments in which joint collaborative work by teachers is valued.

Section Three: Cognitive Demands of 21st Century Assessments

For the last two years educators have been obsessed with the new assessments even though they had not yet been developed. Some teachers have asserted that they will not change what they have been doing without knowing what the assessment is. While this approach, to some extent, is understandable the assumption is that instructional practices can be changed quickly and that we are still educating students based on the old paradigm of an industrial economy, instead of an information-based economy and social networking. A recent commercial shows a little girl pretending she is an astronaut with a hand held device showing her a map of the vast universe from her perspective (earth) and she says: "Google, how far is it to the sun?" And the answer is instantaneous. She does not need to read it in a textbook or have a teacher lecture her on factual information. She wants to fly to other planets and galaxies. She just needs directions.

In this section there are sample assessments that are based on Student Performance Tasks where students make sense of multiple texts and analyze their implications through argumentation. The new assessment paradigm is: *Understanding ideas from multiple sources, including your own research, and applying those ideas strategically to a real world issue.* Or as the new assessments categorize this learning task: Depth of Knowledge 4 (DOK4).

Section Four: Tools to Re-design Instruction and Student Performance Tasks with a FOCUS on Close Reading and Argument Writing

In this section there are resources to address two critical questions that can only be answered by each teacher: How do I change my instruction so that students achieve the standards to become READY for career, college and life? How do I design student performance tasks so that students are better prepared not JUST for a new generation of computer-adapted assessments, BUT ALSO to APPLY what they have learned to the real world with families, neighbors, and diverse communities?

Section Five: Resources for Student Self-Assessment

This section provides resources in response to a simple question: IF students should be self-regulating and become independent learners for career, college and life then how do we support them in doing exactly that? The development of these rubrics by grade band and level is based on an adaptation from the Delaware Department of Education. The format is a side-by-side that shows the indicator for assessing both reading and writing alongside the actual standard in the core.

Section Six: Other Resources: This section has two important documents.

Cognitive Rigor Matrix

The Cognitive Rigor Matrix is the basis for the new assessment system and shows the Depth of Knowledge Levels (DOK) which is THE guide for re-designing instruction so that students will make progress toward achieving the standards. All performance assessments in the digital books, interim and summative assessments include DOK levels.

Administrator and Teacher Standards

These standards have been adopted by the Utah State Board of Education and provide a foundational understanding of how administrators support teachers so that students are successful.

SECTION ONE: Adult Learning to Support Student Learning

Dialogue Education

- Four Foundational Assumptions (Vella p. 7, TLTT: Taking Learning to Task)
 - 1. Learners arrive with the capacity to do the work involved in learning.
 - 2. Learners learn when they are actively engaged with the content.
 - 3. New content can be presented through a learning task.
 - 4. Learning tasks promote accountability.
- ➤ Vella's 12 Principles
 - **1. Needs Assessment: The First Step in Dialogue.** Discover what the group really needs to learn, what they already know, what aspects of the course that we have designed really fit their situations. Listening to learners' wants and needs helps to shape a program that has immediate usefulness to adults.
 - **2. Safety: Creating a Safe Environment for Learning.** Create an inviting setting for learners. Begin with simple, clear, and easy tasks before advancing to more complex or difficult ones. The environment is nonjudgmental. Affirmation of every offering.
 - **3. Sound Relationships: The Power of Friendship and Respect.** Foster an open communication process involving respect, safety, listening. Balance between advocacy and inquiry. Relationships must transcend personal likes and dislikes.
 - **4. Sequence and Reinforcement: Knowing Where and How to Begin.** Program knowledge, skills, and attitudes in an order that goes from simple to complex and from group-supported to solo efforts. Reinforcement means the repetition of facts, skills, and attitudes in diverse, engaging, and interesting ways.
 - **5. Praxis: Action with Reflection.** Doing with built-in reflection, an ongoing beautiful dance of inductive and deductive forms of learning. Doing-reflecting-deciding-changing-new doing.
 - **6.** Learners as Subjects of Their Own Learning: Recognizing learners are decision makers. The dialogue of learning is between subjects, not objects. Learners are not designed to be used by others. They suggest and make decisions about what occurs in the learning event. Do not steal the learning opportunity from the learner.
 - **7. Learning with Ideas, Feelings, and Actions: Mind-Emotions-Muscles.** Conceptualize it, get a chance to feel it, and do something with it. Make every learning task an element of ideas-feelings-skills.
 - **8. Immediacy: Teaching What is Really Useful.** Experience the immediate usefulness of new learning, what makes a difference now. Combine with sequence and reinforcement.

- **9. Assuming New Roles for Dialogue: The Death of the "Professor".** "Only the student can name the moment of the death of the professor" (Paulo Freire). Whatever impedes dialogue must be courageously addressed and eliminated. Whatever enables dialogue must be fearlessly nurtured and used.
- **10. Teamwork: How People Learn Together.** Teams provide a quality of safety that is effective and helpful. Teams invite the welcome energy of constructive collaboration. Consider results-process- relationships.
- **11. Engagement: Learning as an Active Process.** Invite learners to put themselves into the learning task, into the delight of learning! Without engagement there is no learning.
- **12. Accountability: Success Is in the Eyes of the Learner.** How do learners know they know? What was proposed to be taught must be taught; what was meant to be learned must be learned; the skills and attitudes intended to be gained must be manifest in all the learners..
- Learning Tasks
- 1. Inductive a learning task that connects learners with what they already know and with their unique context;
- 2. Input a learning task that invites the learner to examine new concepts, skills, or attitudes;
- 3. Implementation a learning task that gets the learner to DO something directly with the new content;
- 4. Integration a learning task that integrates this new learning into their lives.

From Taking Learning to Task - Jane Vella

A Future We Want to Create Together

College and Career Readiness

- **1. They demonstrate independence:** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information.
- 2. They build strong content knowledge: Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.
- **3.** They respond to the varying demands of audience, task, purpose, and discipline: Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening and language use as warranted by the task.
- **4. They comprehend as well as critique:** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.
- **5. They value evidence:** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.
- **6. They use technology and digital media strategically and capably:** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
- **7. They come to understand other perspectives and cultures:** Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

21st Century Skills

Creativity and Innovation

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a longterm, cyclical process of small successes and frequent mistakes

Implement Innovations

 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

Reason Effectively

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

Effectively analyze and evaluate evidence, arguments, claims and beliefs

- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Additional information about these skills is listed below.

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- · Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media and Technology Skills

Information Literacy: Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy: Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Information Communication Technology Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.),
 communication/networking tools and social networks appropriately to access, manage,
 integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Design Thinking: Stanford's d.school as a partner with USOE

Design thinking is human–centered innovation. It is an orientation toward learning that encompasses active problem solving and believing in one's ability to create meaningful change. Becoming a design thinker is about developing a sense of creative confidence that is both resilient and highly optimistic. One key component of Design Thinking is developing the **skill of empathy mapping** so that fast prototyping can happen to respond to the REAL and sometimes unexamined needs of the user.

A focus on innovation, creativity, critical thinking, problem solving, communication and collaboration is essential to prepare students for the future.

Design thinking can help us imagine new possibilities for learning that will change the lives of both teachers and students in powerful ways as we confront the challenges and possibilities of teaching and learning in the 21st century.

Stanford-Utah-Museum of Natural History partnership: Every January and August the Stanford Design team comes to Utah to work with Utah educators in the Innovation Studio.

At Innovation Studio, teacher teams create innovative curriculum materials linked to the **Core Standards in English Language Arts, Literacy in Science, Social Studies and Technical Subjects.**

The inspiration for the design challenge is the Smithsonian Institution National Design Museum. In their project, "**Design for the Other 90%**", designers, engineers, students and professors, architects, and social entrepreneurs from all over the globe are devising cost-effective ways to increase access to food and water, energy, education, healthcare, revenue-generating activities, and affordable transportation for those who most need them.

Educators learn how a design challenge can provide opportunities to develop skills in reading, writing, speaking, and listening that are the purposeful expression both inside and outside of the classroom.

Design challenges involve critical reading, analyzing varied sources of information from written and oral texts, and using reasoning and communication to solve real-world problems through the design thinking process.

Self-regulated Learning and Motivation

Self-regulated learning refers to the processes by which individual learners attempt to monitor and control their own learning. There are many different models of self-regulated learning that propose different constructs and processes, but they do share some basic assumptions about learning and regulation

Assumptions

One common assumption might be called the active, constructive assumption that follows from a general cognitive perspective. That is, all the models view learners as active constructive participants in the learning process. A second, but related, assumption is the potential for control assumption. All the models assume that learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, and behavior as well as some features of their environments. This assumption does not mean that individuals will or can monitor and control their cognition, motivation, or behavior at all times or in all contexts, rather just that some monitoring, control, and regulation is possible. All of the models recognize that there are biological, developmental, contextual, and individual difference constraints that can impede or interfere with individual efforts at regulation.

A third general assumption that is made in these models of self-regulated learning is the goal, criterion, or standard assumption. All models of regulation assume that there is some type of criterion or standard (also called goals) against which comparisons are made in order to assess whether the process should continue as is or if some type of change is necessary. The commonsense example is the thermostat operation for the heating and cooling of a house. Once a desired temperature is set (the goal, criterion, or standard), the thermostat monitors the temperature of the house (monitoring process) and then turns on or off the heating or air conditioning units (control and regulation processes) in order to reach and maintain the standard. In a parallel manner, the general example for learning assumes that individuals can set standards or goals to strive for in their learning, monitor their progress toward these goals, and then adapt and regulate their cognition, motivation, and behavior in order to reach their

goals.

A fourth general assumption of most of the models of self-regulated learning is that self-regulatory activities are mediators between personal and contextual characteristics and actual achievement or performance. That is, it is not just individuals' cultural, demographic, or personality characteristics that influence achievement and learning directly, nor just the contextual characteristics of the classroom environment that shape achievement, but the individuals' self-regulation processes that mediate the relations between the person, context, and eventual achievement. Most models of self-regulation assume that self-regulatory activities are directly linked to outcomes such as achievement and performance, although much of the research examines self-regulatory processes as outcomes in their own right.

Domains of Self-Regulation

Given these assumptions, a general working definition of self-regulated learning is that it is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. Following this general definition, research on models of self-regulated learning have delineated four general domains that learners can try to self-regulate: (1) cognition, (2) motivation, (3) behavior, and (4) the environment

The cognitive domain includes the various cognitive strategies that learners can use to help them remember, understand, reason, and problem solve. Much of the work in this domain has focused on the learning strategies that students can use in academic contexts to comprehend text, to learn from lectures, to take notes, to solve math problems, to write papers, (e.g., testing their comprehension as they read a text). In addition, research has focused on meta-cognitive strategies that learners can use to plan, monitor, and control their own cognition. In many ways, metacognition is now seen as one part of the more general construct of self-regulated learning. In general, good self-regulating learners use a number of different strategies to control their cognition in ways that help them reach their goals.

The motivation and affective domain includes the various strategies that individuals can use to try to control and regulate their own motivation and emotions. This can include strategies for boosting their self-confidence or self-efficacy such as positive self-talk ("I know I can do this task") as well as strategies to try to control their interest (e.g., making the task more interesting by making a game out of it). Other strategies can be aimed at controlling negative emotions such as anxiety that can interfere with learning. In some research, these motivational and emotional control strategies are called volitional control strategies, but they can also be seen as part of the larger construct of self-regulated learning. As with cognition, good self-regulating learners do attempt to control their motivation and emotions in order to facilitate attainment of their goals

The third domain includes actual attempts to control overt behavior, not just internal cognitions or motivational beliefs and emotions. This could involve increasing or decreasing effort on a task, as well as persisting on a task or giving up. Help-seeking behavior is another important self-regulatory behavior. Good self-regulators would adjust their effort levels to the task and their goals; they know when to persist, when to ask for help, and when to stop doing the task

Brain-based Learning

The search for meaning comes through patterning.

The brain processes wholes and parts simultaneously.

Learning involves focused attention and peripheral perception.

Learning is enhanced by challenge and inhibited by threat.

Learning involves both conscious and unconscious learning.

Here are three instructional designs associated with brain-based learning:

- 1. Orchestrated immersion creating learning environments that fully immerse students in an educational experience.
- 2. Relaxed alertness trying to eliminate fear in learners, while maintaining a highly challenging environment.
- 3. Active processing Allowing the learner to consolidate and internalize information by actively processing it.

EFFORT AND ACHIEVEMENT RUBRIC

Purpose: Students do not have a clear idea or even understand the relationship between effort and achievement. This self-assessment rubric is one method to help them be more conscious of that relationship as well as tracking their improved effort (building academic stamina).

Marzano's recommendations for classroom practice include:

- explicitly teach students that effort can improve achievement
- ask students to chart effort and achievement
- establish a rationale for recognition
- follow guidelines for effective and ineffective praise
- use the pause, prompt, and praise technique

Effort Rubric

- 4: I worked on the learning task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.
- 3: I worked on the learning task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.
- 2: I put some effort into the learning task, but I stopped working when difficulties arose.
- 1: I put very little effort into the learning task.

Achievement Rubric

- 4 I exceeded the standards of the learning task.
- 3 I met the standards of the task learning lesson.
- I met a few of the standards of the learning task, but did not meet others.
- 1 I did not meet the standards of the learning task.

Student Reflective Writing after Self-Assessment

- 1. How has the quality of my work improved?
- 2. What new goal will I set for myself related to both my effort and my achievement?

SECTION TWO: Facilitators NOT Presenters

A facilitator is NOT —

- "THE person in charge": The whole group is responsible for learning. The facilitator's role is to help that learning happen more effectively.
 - -Nor does the facilitator have sole control of the agenda. Participants should have a voice in determining the topics to be covered.
- THE lecturer: The facilitator is a co-learner, exploring all subjects as an equal partner and contributing individual experience to that of others.
- THE expert: Although preparing each session, the facilitator may not know as much about a subject as some other members of the group.
- THE center of attention: A good facilitator **generally speaks less than other participants**; instead she or he draws them into the discussion.
- THE arbiter: In collaborative learning, no one, least of all the facilitator, determines that some opinions are "correct" or "more valid."
- THE maid: While the facilitator takes initial leadership in coordinating the sessions, she or he should not become the only person who takes responsibility. In a true collaboration, no one is "stuck" cleaning up the mess or attending to administrative details every time.

What Makes a Good Facilitator?

EXPERRIENCE with feedback and awareness can improve everyone's skills at facilitating.

- Sensitivity to the feelings of individuals: Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.
- **Sensitivity to the feeling of the group:** In any group, the whole is greater than the sum of the parts, and group "chemistry" generally reflects shared feeling: eager, restless, angry, bored,

enthusiastic, suspicious, or even silly. Perceiving and responding to the group's dynamic is essential to skillful facilitation.

- **Ability to listen:** One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. In fact, facilitators generally speak less than anyone in the group. And often the facilitator's comments repeat, sum up, or respond directly to what others have said.
- **Tact:** Sometimes the facilitator must take uncomfortable actions or say awkward things for the good of the group. The ability to do so carefully and kindly is critical. Furthermore the subject matter of human rights can evoke strong feelings and painful memories. The facilitator needs particular tact in dealing with emotional situations respectfully and sometimes also firmly.
- **Commitment to collaboration:** Collaborative learning can occasionally seem frustrating and inefficient, and at such times every facilitator feels tempted to take on the familiar role of the traditional teacher and to lead, rather than facilitate. However, a genuine conviction about the empowering value of cooperative learning will help the facilitator resist a dominating role. Likewise the facilitator needs to be willing to share facilitation with others in the group.
- A sense of timing: The facilitator needs to develop a "sixth sense" for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.
- **Flexibility:** Facilitators must plan, but they must also be willing to jettison those plans in response to the situation. Often the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. The facilitator needs to be able to evaluate the group's needs and determine how to respond to it. Although every session is important, sometimes a facilitator will decide to omit a topic in favor of giving another fuller treatment.
- **A sense of humor:** As in most human endeavors, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at one's self, and to share the laughter of others enhances the experience for everyone.

• **Resourcefulness and creativity:** Each group is as different as the people who make it up. A good facilitator needs an overall program and goals but may also adapt it to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants may suggest resources.

What is Facilitative Leadership?

Facilitative leadership is a people-oriented approach to achieving the mission and goals of an organization. With clear objectives and goals in mind, the facilitative leader supports active interaction between participants to make the most of their strengths, knowledge, skills and talents to ensure the best possible outcome. He encourages team members to contribute their insights, resourcefulness and expertise to study and analysis the situation, opportunity or issue.

Throughout the facilitative process, the leader can keep the team's dialogue and interaction focused because he understands his goals and objectives and has clearly stated them.

Characteristics of Facilitative Leadership

The facilitative leader does many of the following:

invites participation from the group to leverage the skills, abilities and expertise of those involved **asks** precise questions to get to the best possible answer

discusses relevant subjects to gain a better understanding of the issue, person or concept seeks pertinent information from individuals who hold that knowledge

has the ability to bring together best ideas from different people

taps into and focuses on the insights and creative capacities of group or team members

seeks an assortment of answers or solutions to determine which one, or the combination of several, will create the best outcome

obtains general agreement from participants

understands that the combined experience and knowledge leads to goal achievement and contributes to even greater success

Benefits of Facilitative Leadership

- better solutions, results, and outcomes
- secures "buy-in" of the plan by the group because it's *their* plan
- easier execution of ideas and plans because those implementing it contributed to its creation and, therefore, have a greater sense of ownership of it
- creates an ongoing workplace environment that respects the skills and contributions of all

• actively demonstrates the value of the group's, team's or employees' knowledge and talents which, in turn, creates a sense workplace satisfaction

The facilitative leader doesn't dictate solutions or plans of action but focuses heavily on group participation and contribution to achieve objectives and goals.

Realizing that the whole is greater than the sum of its parts, he directs the group in a way that leverages the talents and abilities of participants and creates better and more sustainable outcomes.

The good facilitative leader knows that by thoughtfully and carefully bringing together the group that greater success can be achieved.

SRI Tools to support Facilitation FOR productive adult learning



Considerations for Responsive Facilitation Developed by Marylyn Wentworth.

Facilitation is a crucial part of any kind of collaborative work. A responsive facilitator has to keep many things in mind as he/she supports the work of a collaborative group. The following list is intended as both a general reminder of important skills, and a checklist of areas one might want to focus on for personal growth.

A responsive facilitator has to...

- 1.___ pay attention to group dynamics all the time body language, who's speaking and who's not, voice tone, reactions between group members, secondary agendas, judgmental comments;
- 2. __pay attention to inclusion of all members;
- 3. __attend to agree upon group norms, adding new norms as needed for productive, group work;
- 4. __be able to help a group figure out what it needs, or;
- 5. __figure out what a group needs if it can't give guidance, and then....
- 6. __be able to change the agenda to meet the group needs, without losing sight of the purpose/goals of the activity, workshop, work session;
- 7. ___be able to distinguish between one's own agenda and the agenda of the group;
- 8. __have a way to identify oneself in the role of facilitator, teacher, person, when the roles change and let the group you are facilitating know. (One facilitator friend actually has three hats and puts them on when his role changes);
- __know when you are stumped and get help from a colleague or ask the group where to go now
 — transparent facilitation often works well. It is important not to appear to be an expert when
 stuck;
- 10. __recognize when the whole group, sometimes the facilitator too, is "stuck" and put the issue/dilemma, in the "parking lot" for later when there's been time for reflection and distance, and move on;
- 11. ___be able to step back get some distance when you feel yourself being emotionally drawn into difficult group dynamics;
- 12. __own up to goofs, and misperceptions they are usually great opportunities for learning, and you provide modeling;

Feedback Principles Developed in the field by educators.

Giving Feedback

Constructive feedback is indispensable to productive collaboration. Positive feedback is easy to give and receive; when the response highlights a need to improve it is harder to say and much harder to hear. When it is done properly, feedback is a very specific kind of communication: it focuses on sharing with another person the impact of their behavior, and its purpose is to help that person become more effective. Feedback is most useful when is it *audible, credible,* and *actionable.* Following the guidelines below will help you achieve that goal.

Give it with care. To be useful, feedback requires the giver to want to help, not hurt, the other person.

Let the recipient invite it. Feedback is most effective when the receiver has invited the comments. Doing so indicates that the receiver is ready to hear the feedback and gives that person an opportunity to specify areas of interest and concern.

Be specific. Good feedback deals clearly with particular incidents and behavior. Making vague or woolly statements is of little value. The most helpful feedback is concrete and covers the area of interest specified by the receiver.

Include feelings. Effective feedback requires more than a simple statement of observed behaviors. It is important to express how you felt so that the receiver can judge the full impact of the behavior being discussed.

Avoid evaluative judgments. The most useful feedback describes behaviors without value labels such as "irresponsible", "unprofessional", or even "good" and "bad". If the recipient asks you to make a judgment, be sure to state clearly that this is *your* opinion.

Speak for yourself. When giving feedback, be sure to discuss only things you have witnessed. Do not refer to absent or anonymous people (e.g. "A lot of people didn't like it").

Pick an appropriate time and place. The most useful feedback is given at a time and in a place that make it easy for the receiver to hear it (e.g., away from other people and distractions). It should also be given sufficiently close to the particular event being discussed for the event to be fresh in the mind.

Make the feedback readily actionable. To be most useful, feedback should concern behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful and often causes resentment.

Giving Feedback: Summary

- 1. Find out and respond to the receiver's concerns.
- 2. Be specific about the behavior and your reactions.
- 3. Speak for yourself only.
- 4. Don't evaluate.

5. Help the receiver figure out how to act on your feedback.

Receiving Feedback

Breathe. This may seem overly simple, but remembering to do it can make a difference. Our bodies are conditioned to react to stressful situations as if they were physical assaults (e.g., muscles tense, breathing becomes shallow and rapid, etc.). Taking full breaths will help your body to relax and your brain to focus.

Specify the behavior about which you want feedback. The more specific you can be about the feedback you want, the more likely you are to be able to act upon it. For example, if you want to know how students reacted to an assignment, ask, "What did the students in the small group you observed do after I finished answering their questions?" rather than, "How did it go?"

Listen carefully. Don't interrupt or discourage the person giving feedback. Don't defend yourself ("It wasn't my fault ... ") and don't justify ("I only did that because ... ").

Clarify your understanding of the feedback. You need to get clear feedback in order for it to be helpful. Ask for specific examples (e.g. "Can you describe what I did or said that made me appear aggressive to you?").

Summarize your understanding of the feedback. Paraphrase the message in your own words to be sure you have heard and understood what was said.

Take time to sort out what you heard. You may need time to think about what was said and how you feel about it or to check with others before responding to the feedback. This is a normal response but should not be used as an excuse to avoid the issue.

Check out possible responses with the person who gave you feedback. A good way to pre-test an alternative approach to a situation that has caused problems for you in the past is to ask the person who gave the feedback if s/he thinks it will be more effective. That provides a first screen, and makes the feedback-giver feel heard.

Receiving Feedback: Summary

- 1. Be specific about the feedback that you want.
- 2. Be open to the feedback:
 - a) don't ask for it if you don't want to know
 - b) avoid defensiveness
 - c) don't justify
- 3. Clarify/check your understanding of the feedback.
- 4. Summarize your understanding of the feedback.
- 5. Share your reaction to the feedback.

The Feedback Carousel *Developed in the field by educators.*

The purpose of the feed back carousel is to get a variety of different kinds of feedback from a large number of people in a relatively short period of time. We have found the carousel to be particularly effective for getting feedback on a plan for any future work.

To set up this activity, have each person or team display the significant elements of their plan on a piece of chart paper. Encourage the use of color and creativity.

Next to each piece of chart paper, put up another chart paper that is divided into 4 parts. The top left quadrant is for clarifying questions, the top right quadrant is for probing questions, the third quadrant is for recommendations and the fourth quadrant is for resources that would be useful to the planning team.

Distribute small post-its to every participant and ask them to rotate through as many plans as time permits and write feed back on a post-it and place the feed back in the appropriate quadrant. Allow a few minutes to debrief the process.

Forming Ground Rules

Developed by Marylyn Wentworth.

Ground Rules, or Norms, are important for a group that intends to work together on difficult issues, or who will be working together over time. They may be added to, or condensed, as the group progresses. Starting with basic Ground Rules builds trust, clarifies group expectations of one another, and establishes points of "reflection" to see how the group is doing regarding process.

Time

Approximately 30 minutes

- **1.** Ask everyone to write down what each person needs in order to work productively in a group, giving an example of one thing the facilitator needs, i.e. "to have all voices heard," or "to start and end our meetings when we say we will." (This is to help people focus on process rather than product)
- **2.** Each participant names <u>one</u> thing from his/her written list, going around in a circle, with no repeats, and as many circuits as necessary to have all the ground rules listed.
- **3. Ask for any clarifications** needed. One person may not understand what another person has listed, or may interpret the language differently.
- **4.** If the list is VERY long more than 10 Ground Rules ask the group if some of them can be combined to make the list more manageable. Sometimes the subtle differences are important to people, so it is more important that everyone feel their needs have been honored than it is to have a short list.
- **5. Ask if everyone can abide by the listed Ground Rules**. If anyone dislikes or doesn't want to comply with one of them, that Ground Rule should be discussed and a decision should be made to keep it on the list with a notation of objection, to remove it, or to try it for a specified amount of time and check it again.
- **6. Ask if any one of the Ground Rules might be hard for the group to follow**. If there is one or more, those Ground Rules should be highlighted and given attention. With time it will become clear if it should be dropped, or needs significant work. Sometimes what might appear to be a difficult rule

turns out not to be hard at all. "Everyone has a turn to speak," is sometimes debated for example, with the argument that not everyone likes to talk every time an issue is raised, and others think aloud and only process well if they have the space to do that. Frequently, a system of checking in with everyone, without requiring everyone to speak, becomes a more effective ground rule.

- **7.** While work is in progress, refer to the Ground Rules whenever they would help group process. If one person is dominating, for example, it is easier to refer to a Ground Rule that says, "take care with how often and how long you speak," than to ask someone directly to stop dominating the group.
- **8.** Check in on the Ground Rules when reflection is done on the group work. Note any that were not followed particularly well for attention in the next work session. Being sure they are followed, refining them, and adding or subtracting Ground Rules is important, as it makes for smoother work and more trust within the group.

Pocket Guide to Probing Questions

Developed by Gene Thompson-Grove, Edorah Frazer, and Faith Dunne.

The distinction between clarifying questions and probing questions is very difficult for most people working with protocols. So is the distinction between probing questions and recommendations for action.

The basic distinctions are:

Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts

so that the participants can ask good probing questions and provide useful feedback later in the protocol.

Clarifying questions are for the participants, and should not go beyond the boundaries of the presenter's dilemma. They have brief, factual answers, and don't provide any new "food for thought" for the presenter.

The litmus test for a clarifying question is: Does the presenter have to think before s/he answers? If so, it's

almost certainly a probing question.

Some examples of clarifying questions:

22 How much time does the project take?

2 How were the students grouped?

22What resources did the students have available for this project?

Probing Questions are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn't have that effect, it is either a clarifying question or a recommendation with an upward inflection at the end. If you find yourself saying "Don't you think you should ...?" you've gone beyond probing questions. The presenter often doesn't have a ready answer to a genuine probing question.

Since probing questions are the hardest to create productively, we offer the following suggestions: 2 Check to see if you have a "right" answer in mind. If so, delete the judgment from the question, or don't ask it.

22Refer to the presenter's original question/focus point. What did s/he ask for your help with? Check your

probing questions for relevance.

☐ Check to see if you are asserting your own agenda. If so, return to the presenter's agenda.

②②Sometimes a simple "why...?" asked as an advocate for the presenter's success can be very effective, as

can several why questions asked in a row.

22Try using verbs: What do you fear? Want? Get? Assume? Expect?

22Think about the concentric circles of comfort, risk and danger. Use these as a barometer. Don't avoid risk, but don't push the presenter into the "danger zone."

2 Think of probing questions as being on a continuum, from recommendation to most effective probing question. For example (if a teacher presents a dilemma about increasing students' commitment to quality work):

- 1) Could you have students use the rubric to assess their own papers? (recommendation re-stated as a question)
- 2) What would happen if students used the rubric to assess their own work? (recommendation restated

as a *probing* question)

- 3) How might you increase students' investment in the rubric? (good probing question)
- 4) What would have to change for students to work more for themselves? (better probing question) Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more

about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

In summary, good probing questions:

22 are general and widely useful

22don't place blame on anyone

22 allow for multiple responses

②②empower the person with the dilemma to solve his or her own problem (rather than deferring to someone with greater or different expertise)

2 avoid yes/no responses

2 are usually brief

22elicit a slow response

22 move thinking from reaction to reflection

2 encourage taking another party's perspective

Some final hints for crafting probing questions. Try the following questions and/or question stems. Some of them come from Charlotte Danielson's *Pathwise* work, in which she refers to them as "mediational questions."

22Why do you think this is the case?

2 What would have to change in order for...?

22What do you feel is right in your heart?

22What do you wish...?

2 What's another way you might...?

22How was...different from...?

22What sort of an impact do you think...?

22What criteria did you use to...?

2 When have you done/experienced something like this before?

2 What might you see happening in your classroom if...?

2 How did you decide/determine/conclude...?

2 What is your hunch about?

22What was your intention when?

22What do you assume to be true about?

2 What is the connection between...and...?

22What if the opposite were true? Then what?

☑ How might your assumptions about...have influenced how you are thinking about...?

22Why is this such a dilemma for you?

Some Examples of Probing Questions:

22Why is a "stand-and-deliver" format the best way to introduce this concept?

22 How do you think your own comfort with the material has influenced your choice of instructional strategies?

22What do the students think is quality work?

22You have observed that this student's work lacks focus – what makes you say that?

22What would the students involved say about this issue?

2 How have your perspectives on current events influenced how you have structured this activity?

22Why do you think the team hasn't moved to interdisciplinary curriculum planning?

22What would understanding of this mathematical concept look like? How would you know students have "gotten it"?

22Why did allowing students to create their own study questions cause a problem for you?

22What was your intention when you assigned students to oversee the group activity in this assignment?

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more

about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

22What evidence do you have from this student's work that her ability to reach substantiated conclusions

has improved?

22 How might your assumptions about the reasons why parents aren't involved have influenced what you

have tried so far?

22 How do you think your expectations for students might have influenced their work on this project?

22What do you think would happen if you restated your professional goals as questions?

Tuning Protocol

Developed by Joseph McDonald and David Allen.

The tuning protocol was originally developed as a means for the five high schools in the Coalition of Essential School's Exhibitions Project to receive feedback and fine-tune their developing student assessment systems, including exhibitions, portfolios and design projects. Recognizing the complexities involved in developing new forms of assessment, the project staff developed a facilitated process to support educators in sharing their students' work and, with colleagues, reflecting upon the lessons that are embedded there. This collaborative reflection helps educators to design and refine their assessment systems, as well as to support higher quality student performance. Since its trial run in 1992, the Tuning

Protocol has been widely used and adapted for professional development purposes in and among schools across the country.

1. Introduction (5 minutes)

• Facilitator briefly introduces protocol goals, guidelines, and schedule

2. Presentation (15 minutes)

The presenter has an opportunity to share the context for the student work:

- Information about the students and/or the class what the students tend to be like, where they are in school, where they are in the year
- Assignment or prompt that generated the student work
- Student learning goals or standards that inform the work
- Samples of student work photocopies of work, video clips, etc. with student names removed
- Evaluation format scoring rubric and/or assessment criteria, etc.
- Focusing question for feedback

3. Clarifying Questions (5 minutes)

- Participants have an opportunity to ask clarifying questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student work. Clarifying questions are matters of fact.
- The facilitator should be sure to limit the questions to those that are clarifying, judging which questions more properly belong in the warm/cool feedback section.

4. Examination of Student Work Samples (15 minutes)

- Participants look closely at the work, taking notes on where it seems to be in tune with the stated goals, and where there might be a problem. Participants focus particularly on the presenter's focusing question.
- Presenter is silent; participants do this work silently.

5. Pause to reflect on warm and cool feedback (2-3 minutes)

- Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session.
- Presenter is silent; participants do this work silently.

6. Warm and Cool Feedback (15 minutes)

- Participants share feedback with each other while the presenter is silent. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.
- Warm feedback may include comments about how the work presented seems to meet the desired goals; cool feedback may include possible disconnects, gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.
- The facilitator may need to remind participants of the presenter's focusing question, which should be posted for all to see.
- Presenter is silent and takes notes.

7. Reflection (5 minutes)

- Presenter speaks to those comments/questions he or she chooses while participants are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.
- Facilitator may intervene to focus, clarify, etc.

8. Debrief (5 minutes)

• Facilitator-led discussion of this tuning experience.

SECTION THREE: The Cognitive Demands of New Assessments

Grade Band 11-12 Samples of Extended Response FROM Appendix B

Assessment Types, using DOK levels:

- **1.** A machine-scored constructed response which asks students to critique a statement from perspective of one of the authors of multiple texts **(DOK 3)**
- 2. An extended response in which the student must relate a particular quote to arguments offered by each author.

RI: 11-12: 5. **Analyze** and **evaluate** the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

<u>RATIONALE</u>: The item requires students to evaluate an author's argument and critique the author's rhetorical approach. Students must both understand the author's overall argument as well as identify fallacies in logic.

Scoring is based on the reading standard and whether the student:

- Explains the meaning of the quotation in the context of the passages;
- Applies the quotation to each passage;
- Evaluates how each passage supports, or refutes the quotation; and,
- Connects the ideas across the passages to make an overall judgment.

A Three Passage Text Set:

Passage #1: (From Appendix B: Text Exemplar for Grade Band 11-12)

Hofstadter, Richard (1974). "Abraham Lincoln and the Self-Made Myth." The American Political Tradition and the Men Who Made It. (Appendix B)

Passage #2: Lincoln, Abraham. **(October 16, 1854)** "Lincoln's Reply to Senator Douglas at Peoria, Illinois." <u>Speeches and Letters of Abraham Lincoln, 1832-1865.</u> Free with one click for Kindle at Amazon and available at http://www.nps.gov/liho/historyculture/peoriaspeech.htm

Passage #3: W.E.B. DuBois (1903). "The Souls of Black Folks." (Free with one click for Kindle at Amazon)

In passage #1 the author assets: "and it may be true...that he was stricken by an awareness of his own part in whipping up the crisis. This would go far to explain the desperation with which he issued pardons and the charity that he wanted to extend to the conquered South at the war's close."

Explain how Lincoln in passage #2 might counter the claim that "he had a part in whipping up the crisis" and that this could explain the "desperation with which he issued pardons and the charity that he wanted to extend to the conquered South at the war's close." Use evidence from Lincoln's Peoria Speech to counter the argument made in Passage #1.

Passage #2: Lincoln, Abraham. "Lincoln's Reply to Senator Douglas at Peoria, Illinois." Speeches and Letters of Abraham Lincoln, 1832-1865

I think, and shall try to show, that it is wrong; wrong in its direct effect, letting slavery into Kansas and Nebraska---and wrong in its prospective principle, allowing it to spread to every other part of the wide world, where men can be found inclined to take it.

This *declared* indifference, but as I must think, covert *real* zeal for the spread of slavery, I cannot but hate. I hate it because of the monstrous injustice of slavery itself. I hate it because it deprives our republican example of its just influence in the world---enables the enemies of free institutions, with plausibility, to taunt us as hypocrites---causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty---criticising the Declaration of Independence, and insisting that there is no right principle of action but *self-interest*.

Before proceeding, let me say I think I have no prejudice against the Southern people. They are just what we would be in their situation. If slavery did not now exist amongst them, they would not introduce it. If it did now exist amongst us, we should not instantly give it up. This I believe of the masses north and south. Doubtless there are individuals, on both sides, who would not hold slaves under any circumstances; and others who would gladly introduce slavery anew, if it were out of existence. We know that some southern men do free their slaves, go north, and become tip-top abolitionists; while some northern ones go south, and become most cruel slave-masters.

When southern people tell us they are no more responsible for the origin of slavery, than we; I acknowledge the fact. When it is said that the institution exists; and that it is very difficult to get rid of it, in any satisfactory way, I can understand and appreciate the saying. I surely will not blame them for not doing what I should not know how to do myself. If all earthly power were given me, I should not know what to do, as to the existing institution. My first impulse would be to free all the slaves, and send them to Liberia,---to their own native land. But a moment's reflection would convince me, that

whatever of high hope, (as I think there is) there may be in this, in the long run, its sudden execution is impossible. If they were all landed there in a day, they would all perish in the next ten days; and there are not surplus shipping and surplus money enough in the world to carry them there in many times ten days. What then? Free them all, and keep them among us as underlings? Is it quite certain that this betters their condition? I think I would not hold one in slavery, at any rate; yet the point is not clear enough for me to denounce people upon. What next? Free them, and make them politically and socially, our equals? My own feelings will not admit of this; and if mine would, we well know that those of the great mass of white people will not. Whether this feeling accords with justice and sound judgment, is not the sole question, if indeed, it is any part of it. A universal feeling, whether well or ill-founded, cannot be safely disregarded. We cannot, then, make them equals. It does seem to me that systems of gradual emancipation might be adopted; but for their tardiness in this, I will not undertake to judge our brethren of the south.

When they remind us of their constitutional rights, I acknowledge them, not grudgingly, but fully, and fairly; and I would give them any legislation for the reclaiming of their fugitives, which should not, in its stringency, be more likely to carry a free man into slavery, than our ordinary criminal laws are to hang an innocent one.

But all this; to my judgment, furnishes no more excuse for permitting slavery to go into our own free territory, than it would for reviving the African slave trade by law. The law which forbids the bringing of slaves *from* Africa; and that which has so long forbid the taking them *to* Nebraska, can hardly be distinguished on any moral principle; and the repeal of the former could find quite as plausible excuses as that of the latter.

IN THE FOLLOWING paragraph from passage #2 underline the sentence (s) that seem to contradict the author's argument about extending slavery into territories and explain your reasoning.

When southern people tell us they are no more responsible for the origin of slavery, than we; I acknowledge the fact. When it is said that the institution exists; and that it is very difficult to get rid of it, in any satisfactory way, I can understand and appreciate the saying. I surely will not blame them for not doing what I should not know how to do myself. If all earthly power were given me, I should not know what to do, as to the existing institution. My first impulse would be to free all the slaves, and send them to Liberia,---to their own native land. But a moment's reflection would convince me, that whatever of high hope, (as I think there is) there may be in this, in the long run, its sudden execution is impossible. If they were all landed there in a day, they would all perish in the next ten days; and there are not surplus shipping and surplus money enough in the world to carry them there in many times ten days. What then? Free them all, and keep them among us as underlings? Is it quite certain that this betters their condition?

Read the following quote by W.E.B. DuBois:

"The problem of the twentieth century is the problem of the color-line,--the relation of the darker to the lighter races of men."

Analyze the meaning of this quote and explain how it applies to each passage provided. Connect the ideas and information presented in the passages to show how they either support or refute DuBois' statement.

Grade Band 9-10 Samples of Scaffolded Student Performance Task

Passage #1: (From Appendix B: Text Exemplar for Grade Band 9-10)

Reagan, Ronald, "Address to Students at Moscow State University (Soviet Union)." Source: Video from the Reagan Presidential library.

But freedom doesn't begin or end with elections. Go to any American town, to take just an example, and you'll see dozens of churches, representing many different beliefs – in many places, synagogues and mosques – and you'll see families or every conceivable nationality of worshipping together. Go into any schoolroom, and there you will see children being taught the Declaration of Independence, that they are endowed by their creator with certain unalienable rights – among them life, liberty, and the pursuit of happiness – that no government can justly deny; the guarantees in their constitution for freedom of speech, freedom of assembly and freedom of religion.

Go to any university campus, and there you'll find an open, sometimes heated discussion of the problems in American society and what can be done to correct them. Turn on the television, and you'll see the legislature conducting the business of government right there before the camera, debating and voting on legislation that will become the law of the land. March in any demonstration, and there are many of them; the people's right of assembly is guaranteed in the constitution and protected by the police. Go into any union hall, where the members know their right is protected by law.

But freedom is more than this. Freedom is the right to questions and change the established ways of doing things. It is the continuing revolution of the marketplace. It is the understanding that allows us to recognize shortcomings and seek solutions. It is the right to put forth an idea, scoffed at by experts, and watch it catch fire among people. It is the right to dream – to follow your dream and stick to your conscience, even if you are the only one in the sea of doubters. Freedom is the recognition that no single person, no single authority or government has a monopoly on the truth, but that every individual life is infinitely precious, that every one of us put on this world has been put there for a reason and has something to offer.

Passage #2: Smith, Margaret Chase, "Remarks to the Senate in Support of a Declaration of Conscience." (1950) AVAILABLE with Declaration of Conscience at http://www.famous-speeches-and-speech-topics.info/famous-speeches-by-women/margaret-chase-smith-speech.htm

I speak as a Republican. I speak as a woman. I speak as a United States Senator. I speak as an American.

The United State Senate has long enjoyed worldwide respect as the greatest deliberative body in the world. But recently the deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity.

It is strange that we can verbally attack anyone else without restraint and with full protection and yet we hold ourselves above the same type of criticism here on the Senate Floor.

I think it is high time for the United States Senate and its members to do some soul searching – for us to weigh our consciences – on the manner in which we are performing our duty to the people of America – on the manner in which we are using or abusing our individual powers and privileges.

Those of us who shout the loudest about Americanism is making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:

The right to criticize;

The right to hold unpopular beliefs;

The right to protest;

The right of independent thought.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as "Communists" or Fascists" by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

I don't believe the American people will uphold any political party that put political exploitation above national interest. Surely we Republicans aren't that desperate for victory.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of "confuse, divide, and conquer." As an American, I don't want a Democratic administration "whitewash" or "cover-up" any more than I want a Republican smear or witch hunt.

As an American I condemn a Republican "Fascist" just as much as I condemn a Democratic "Communist." I condemn a Democratic "Fascist" just as much as I condemn a Republican "Communist." They are equally dangerous to you and me and our country. As an American I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a "Declaration of Conscience."

SAMPLE PROMPTS FOR STUDENT PERFORMANCE ASSESSMENT TYPE

In passage #1 the REAGAN asserts: "Freedom is the right to question and change the established ways of doing things. It is the continuing revolution of the marketplace. It is the understanding that allows us to recognize shortcomings and seek solutions. Freedom is the recognition that no single person, no single authority or government has a monopoly on the truth, but that every individual life is infinitely precious, that every one of us put on this world has been put there for a reason and has something to offer."

Explain how Senator Margaret Chase Smith in passage #2 might counter REAGAN'S claim that "Freedom is the recognition that no single person, no single authority or government has a monopoly on the truth, but that every individual life is infinitely precious, that every one of us put on this world has been put there for a reason and has something to offer." Use evidence from Smith's Speech to counter the argument made in Passage #1 (REAGAN).

Grade Band 6-8 Samples of Thematic Performance Task

1. Space Exploration

Summary/Rationale for Space Exploration Tasks:

These learning tasks focus on completing a close reading of two informational speeches. Students move from less complex tasks associated with reading to more complex tasks involving reading and synthesis writing about the reading. Tasks, also, move from utilizing one text to using two texts. Time is given during the more complex writing tasks to collaborate with others. This is intended to help students organized their thoughts, hear other students' perspectives, and then crystallize their thinking into writing ideas. The writing is in an argument essay format, and the argument claim is concluded after gathering evidence from two informational texts. It is important to model close reading, creating criteria, gathering evidence, generating warrants, and writing claims for students before asking them to do this work independently. You may find it necessary to provide added scaffolding for students depending on their experience with argument writing, their reading levels, and their background knowledge on the topic.

Learning Tasks:

Text: "Message to Congress May 25, 1961 (Part IX)"

Source: jfklibrary.org

Lexile: 1100

Placement: Less Complex

Text: "Address to the Nation on the Explosion of the Space Shuttle Challenger (January 28, 1986)"

Source: reagansheritage.org

Lexile: 820

Placement: Less Complex

Assessment Claims Addressed in Learning Tasks #1, #2, & #3

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Standards Addressed

6RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

6RI.2-Determine a central idea of a text and how it is conveyed through particular details

6RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Learning Task #1

Selected Response Question:

DOK: 2 Skills and Concept (summarize)

In his speech following the space shuttle Challenger disaster, which of the following statements best summarizes President Ronald Reagan's message to the school children of America?

- A. Always do your best
- B. Don't be afraid to explore unknown worlds
- C. Exploration and discovery can be painful
- D. We don't understand why this happened

Constructed Response Ouestion:

DOK: 3 Strategic Thinking (justify)

Cite evidence from the text to justify your response to the question above:

Learning Task #2

Selected Response Question:

DOK: 3 Strategic Thinking (cite evidence)

In President Ronald Reagan's speech following the Challenger disaster he states, "...sometimes painful things like this happen. It's all part of the process of exploration and discovery." Circle which statements from the passage are examples of the pain that often accompanies exploration and discovery.

- A. Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground
- B. We will continue our quest in space
- C. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama while exploring
- D. We've grown used to wonders in this century
- E. We've grown used to the idea of space, and maybe we forget that we've only just begun

Learning Task #3

Constructed Response Ouestion:

DOK: 3 Strategic Thinking (cite evidence)

President John F. Kennedy acknowledged that space exploration would cost money. President Ronald Reagan pointed out how space exploration had cost lives. Despite the stated costs, both Presidents claimed that the United States should continue its space exploration program.

Cite two pieces of evidence from each speech that support these claims:

Assessment Claims Addressed in Learning Tasks #4 & #5

Reading Claim #1-Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

Writing Claim #2-Students can produce effective writing for a range of purposes and audiences.

Speaking and Listening Claim #3-Students can employ effective speaking and listening skills for a range of purposes and audiences.

Standards Addressed

- **6RI.1**-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- **6RI.2**-Determine a central idea of a text and how it is conveyed through particular details
- **6W.1**-Write arguments to support claims with clear reasons and relevant evidence
- **6W.4**-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **6W.5**-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- **6W.6**-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
- **6W.9**-Draw evidence from literary or informational texts to support analysis, reflections, and research
- **6SL.1**-Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- **6SL.6**-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Learning Task #4

DOK: 3 Strategic Thinking (synthesis)

Description of Task Setting:

Phase One-Individual reading of one of the two informational texts, small group discussion, individual graphic organizers for reading and discussion

Phase Two-Individual drafting, revising and editing

Duration of the Activity: Phase One-1.5 hours; Phase Two-1.75 hours: Total Time-3.25 hours

SECTION FOUR: Tools to Re-design Instruction or Reading to Write

1. How to make reasoned arguments:

Warrants are the extended reasons often based on commonly held beliefs or principles or are valid appeals to authority. Warrants explain why the evidence we use is both credible and convincing and DOES THE JOB of connecting the evidence to the claim we are making.

SO here are examples of FLAWS, these are not exemplars of anything OTHER than FAULTY REASONING!

COMMON FLAWS IN LOGICAL REASONING NOW YOUR TURN: Other Examples of	
Hasty Generalizations (Too little evidence)	
Example: After being in New York for a week, I can	
tell you:	
all New Yorkers are rude. Non-Sequitar (Does not follow)	
Non sequital (Boes not follow)	
Example: He never went to war so he can	
never be commander-in-chief.	
Ad Hominem (Attack person, not issue)	
Francis Marcollo de la collection de la	
Example: We can't elect him; he's a Catholic and	
will take orders from the Pope.	
Red Herring (Distraction by using an irrelevant issue)	
Example: How can he manage a company; he can't	
control Part Hay Free (Course Effect Free)	
Post Hoc, Ergo (Cause-Effect Error)	
Example: The stock market goes down after the	
AFC wins the Super Bowl.	
Circular Reasoning (Begging the question: making a	
point	
already made)	
Bandwagon Appeal (Everyone is doing this, so why	
not)	
Example: Everyone is against gun control so why	
not buy a gun.	

Name-calling (Labels used to confuse issue)		
Example: Iones is a tax-a	nd-spend liberal; Smith is	
a right- wing reactionary	•	

2. RHETORICAL ANALYSIS – What is it? How can we teach it?

Rhetorical analysis is a skill that is supported by the kind of CLOSE READING that uses the *principles of rhetoric to examine the interactions within text(s) among the author and audience.

Four Principles of Rhetoric - Definition: in classical oratory, the art of influencing the thought or actions of an audience; the ability to use language effectively. Other references: http://plato.stanford.edu/entries/aristotle-rhetoric/

- 1. Subject identified the topic about which you are writing.
- 2. Audience Indicates the person or persons to whom you are writing.
- 3. Purpose Signals your expectations for the outcome of your writing.
- 4. Occasion Marks the event or impulse which has prompted you to write.

The quotes BELOW all claim something and also have an audience in mind.

Please underline or highlight words within the text that function in a way that communicates the kind of argument that is being made to this audience: POITICAL, SOCIAL, ECONOMIC, EFFICIENCY, RELIGIOUS, ETHICAL, EMOTIONAL, PSYCHOLOGICAL, PHILOSOPHICAL, SCIENTIFIC, MORAL, HUMOROUS, And INTELLECTUAL

- 1. If the government is big enough to give you everything you want, it is big enough to take away everything you have. **Gerald R. Ford (1913 2006)**
- If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. James Madison (1751 1836), The Federalist Papers, 1788
- 3. Sure there are dishonest men in local government. But there are dishonest men in national government too. **Richard M. Nixon (1913 1994)**
- 4. Before my term has ended, we shall have to test anew whether a nation organized and governed such as ours can endure. The outcome is by no means

certain. **John F. Kennedy (1917 - 1963)**, Annual message to Congress on the State of the Union, January 30, 1961

- 5. The best minds are not in government. If any were, business would hire them right away. **Ronald Reagan (1911 2004)**
- 6. Educational reform movements represent interpretations of social change and embody our beliefs about the good society and what an educated person should be. It is this political and social vision of education which often causes us to use the language of crisis as a call to action. C.L. Martinez-Estrada (1993) *The Complex Web: Stories of Youth and the Social Context of Schooling* https://library.villanova.edu/Find/Summon/Record?id=FETCH-proquest_dll_7459748611
- 7. A human being is part of the whole called by us universe, a part limited in time and space. We experience ourselves, our thoughts and feelings as something separate from the rest. A kind of optical delusion of consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from the prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty. The true value of a human being is determined by the measure and the sense in which they have obtained liberation from the self. We shall require a substantially new manner of thinking if humanity is to survive. (Albert Einstein, 1954)
- When it comes to atoms, language can be used only as in poetry. The poet, too, is not nearly so concerned with describing facts as with creating images.
 Niels Bohr

How do we determine Text Complexity for our Students?*

The purpose of determining text complexity is to support each student in becoming independent and proficient readers of a wide range of texts, including various literary genres and styles, literary non-fiction like essays, autobiography and biography, and informational text including technical subjects. Both career and college demand stamina to read increasingly complex texts for understanding content and applying that understanding to new situations, whether in the work, academic or everyday life settings.

There are three criteria for determining appropriate text complexity at each grade level band: 1) quantitative, 2) qualitative, and 3) reader and task assignment.

1.0 QUANTITATIVE

Determine the quantitative measures of the text by using the increased rigor of the lexile range for each grade band below and the tools provided at

http://www.lexile.com/http://www.lexile.com/

- 1.1 Quantitative measures ARE determined by:
 - 2 Word length
 - Word frequency
 - Word difficulty
 - Sentence length
 - 2 Text length
 - Text cohesion
- 1.2 Higher lexile ranges to ensure increasing stamina in reading more complex texts:

Text Complexity	Suggested	
Grade Bands	Lexile Range	
6-8	955-1155	
9-10	1080-1305	
11-12	1215-1355	

- 1.3 Important tools for teachers, students, and parents:
 - Texts can be evaluated by using the Lexile Analyzer
 - Allows student to receive and estimated lexile score
 - Helps students find a book at the appropriate level
 - Strategies for parents to support students: http://www.lexile.com/using-lexile/lexile-at-home/

*Thanks to Matt Copeland and his team at the Kansas State Department of Education for the work they have done on text complexity and their generosity in sharing it through their website and webinars.

2.0 QUALITATIVE

2.1 Analyze the qualitative measure of the text based on a continuum of SEVEN measures:

- Levels of Meaning: Single level of meaning TO Multiple levels of meaning
- Levels of Purpose: Explicitly stated purpose TO Implicit purpose

? Structure:

- Conventional or familiar TO Unconventional or unfamiliar
- Chronological order TO non-chronological
- Simple graphics TO sophisticated graphics

Language Conventionality and Clarity

- Literal TO Figurative
- Clear TO Ambiguous
- Contemporary, familiar TO Archaic, unfamiliar
- Conversational TO General academic & domain specific

Knowledge Demands: Life Experiences

- Single theme(s) TO Multiple, Complex or Sophisticated themes
- Common, everyday experiences TO Experiences different from own
- Single perspective TO Multiple perspectives
- Similar perspectives to one's own TO Perspectives different from or in opposition to one's own
- Knowledge Demands: Cultural/Literary Knowledge

• Knowledge Demands: Content/Discipline Knowledge

- Everyday knowledge TO Cultural knowledge or Specialized content-specific knowledge
- Few references or allusions to other texts TO Many references or allusions to other text

TEXT COMPLEXITY RUBRIC

TITLE OF TEXT	AUTHOR	SOURCE:
1.0 QUANTITATIVE M	EASURES FROM APPENDIX	KA
Please Check Lexile Ran	ge (you will use Lexile Anal	yzer at www.lexile.com)
955-1155 = Grade ba	and 6-8	
1080-1305 = Grade	oand 9-10	
1215-1355 = Grade	oand 11-12	

2.0 **QUALITATIVE MEASURES FROM APPENDIX A:** How to use this rubric: Read the OPEN SOURCE passage for inclusion into the USOE Digital Book & UEN Webpage, since it will be informational text it should not be too difficult to assess. If you have more than 5 Xs in the MORE COMPLEX column you should raise the complexity on the Lexile continuum.

Dimensions of Text Complexity	LESS COMPLEX	X	MORE COMPLEX	X
Levels of Meaning	Single level meaning		Multiple levels of Meaning	
Levels of Purpose	Explicitly stated purpose		Implicit purpose	
Structure	Conventional or		Unconventional or	
	familiar		unfamiliar	
	Chronological Order		Non-chronological order	
	Simple graphics		Sophisticated graphics	
Language Conventionality and Clarity	Literal		Figurative	
	Clear		Ambiguous	
	Contemporary, familiar		Archaic, unfamiliar	
	Conversational		General academic,	
			domain-specific	
Knowledge Demands: Experience	Single Theme		Multiple, complex themes	
	Common, everyday		Experiences different	
	experiences		from ones own	
	Single perspective		Multiple perspectives	
	Similar perspective to		Perspectives different	
	one's own		from or in opposition to one's own	

THREE KINDS OF ARGUMENTATION

Which kind of argument type is best?

It depends on your topic, purpose and audience.

When you realize you will need to be conciliatory to your audience in order to get them to listen, which types will you use?

Which types help you to pay attention to how you think?

Rogerian Argumentation

One of the greatest challenges for a writer of arguments is to keep the audience from becoming so defensive and annoyed that it will not listen to anything the writer has to say.

Sometimes audiences can feel threatened by viewpoints different from their own, and in such cases persuasion can rarely take place.

Thus, psychologist Carl Rogers developed a **negotiating strategy** to help people avoid such situations; he called it "empathic listening".

In an empathic position, the writer refrains from passing judgment on the audience's ideas until he or she has listened attentively to the audience's position, tried to follow the audience's reasoning, and acknowledged the validity of the audience's viewpoint (if only from a limited perspective).

By trying to understand where the audience is coming from and avoiding loaded or attacking language that might put the audience on the defensive, the writer shows *empathy for the audience's viewpoint* and *opens the door for mutual understanding and respect.*

Because it focuses on building bridges between writer and audience, and places considerable weight on the values, beliefs, and opinions the two share, a Rogerian argument doesn't emphasize an "I win–you lose" outcome as much as classical or Toulmin arguments do.

Rather it emphasizes a "You win and I win too" solution, one where negotiation and mutual respect are valued.

Thus, it is particularly useful in psychological and emotional arguments, where pathos and ethos rather than logos and strict logic predominate.

How a Rogerian Argument is Created

A Rogerian argument usually begins with the writer **exploring the common ground she or he shares** with the audience.

For instance, in an argument in favor of handgun registration, the writer might begin by stating his or her respect for individual rights, especially the right to self-defense and protection of one's property.

The writer might also show appreciation for sportsmen and collectors, who regard handguns as equipment for an activity or collectibles to be valued.

In exploring this common ground, the writer tries to state the audience's side of the issue fairly and objectively, so that the audience realizes the writer is treating it with respect.

In the body of a Rogerian argument, the writer gives an objective statement of her or his position, again trying to avoid loaded and attacking language and trying not to imply that this position is somehow morally superior to the audience's position.

The writer explains the contexts in which his or her position is valid and explores how they differ from the audience's.

For instance, the gun registration writer might note that gun collections are frequent targets for thieves, and point out that registration might help the owners retrieve such stolen property before it is used to commit a crime.

To conclude, the writer finally presents the thesis, usually phrased in such a way that shows the audience that the writer has made some concessions toward the audience's positions.

For instance, the gun registration writer might concede that this law should only apply to new sales of handguns, not to guns the audience already owns. By giving some ground, the writer invites the audience to concede as well, and hopefully to reach an agreement about the issue. If the conclusion can show the audience how it will benefit from adopting (at least to some degree) the writer's position, an even better chance for persuasion takes place.

Key points:

- 1. Rogerian argument is a negotiation strategy (everyone wins);
- 2. Useful in psychological and emotional arguments, where *pathos* and *ethos* rather than *logos* and strict logic predominate.
- 3. Find common ground with audience, where you both might agree. Accept that the audience is right in some ways.
- 4. Don't disagree with the audience's view, but explain how your viewpoint is valid in certain contexts.
- 5. Give ground--concede in order to reach an agreement. Facts (claims) and truth can often be negotiated.

Toulmin Argument

Toulmin arguments are PRACTICAL rather than theoretical or philosophical arguments, and thus work well with common, everyday situations.

Theoretical arguments make inferences based on a set of principles to arrive at a claim. (Aristotle, Plato, etc.)

Practical arguments reverse the order--first find a claim of interest, and then provide justification for it.

Toulmin believed that reasoning is less an activity of inference, involving the discovering of new ideas, and more a process of testing and sifting already existing ideas by trying to justify them.

How to Build a Toulmin Argument:

The first three elements, "claim," "data," and "warrant," are considered as the essential components of practical arguments,

The next three, "qualifier," "backing," and "rebuttal," may not be needed in some arguments.

Start with a **Claim**, a conclusion whose merit must be established.

Claim A: No unhealthy drinks should be sold on campus.

Claim B: I am an American citizen.

Next, provide **Evidence** or **Data**, a fact one appeals to as a foundation for the claim. (Often multiple evidence is required.)

Soda pop or coffee drinks are unhealthy. I was born in California.



Then formulate the **Warrant**, or a statement authorizing movement from the data to the claim. The warrant is the **assumption** on which the claim and the evidence depend. Warrants can be implied (unstated) or explicit (directly stated). Which is stronger, and has more ethical appeal?

Warrant 1) People on this campus drink soda pop or coffee, which damages their health. Warrant 2) The school should not

sell things which damages a persons health.

In order to move from the data, "I was born in California," to the claim, "I am an American," the person must supply a warrant to bridge the gap between data and claim with the statement "A man born in California will legally be an American."

Backing = Credentials designed to certify the statement expressed in the warrant.

Backing must be introduced when the warrant itself is not convincing enough to the readers or the listeners. Backing defends the warrant, or the assumption.

Do you need some kind of backing to show that a man born in California will legally be an American, or is the warrant enough?

Do you need backing to show people on this campus drink soda or coffee? Do you need backing to demonstrate that a school should not sell things which damage a person's health?

Rebuttal = statements recognizing the restrictions which may legitimately be applied to the claim.

A man born in CA will legally be an American citizen, unless he has betrayed the USA and has become a spy of another country; or if he is born on the foreign soil of an embassy, or if he renounces US citizenship.

Qualifier = Words or phrases expressing the speaker's degree of force or certainty concerning the claim. They express how strong you judge your claim to be.

Such words or phrases include *probably*, *possible*, *certainly*, *some*, *always*, *never*, *usually*, *as far as the evidence goes*, *etc*.

Do we need a qualifer for "I am an American citizen" (such as most likely, or almost certainly?)

Do we need qualifiers for "no unhealthy drinks should be sold on campus."



Claim: You should buy our tooth-whitening product.

Data: Studies show that teeth are 50% whiter after using the product for a specified time.

Warrant: People want whiter teeth.

When you research both sides of a question, you may find yourself being convinced first by one side, and then by the other

Each argument sounds good--at least while you are reading it. When you read an argument which takes an opposite position--that sounds good too, and soon you may feel completely confused.

By identifying the parts of an argument so each can be evaluated separately, Toulmin created a very useful model for analyzing the validity of an argument. Submit each source you study to rigorous Toulmin analysis:

Identify each argument's claims, data, and warrants.

Look for qualifiers, rebuttals, and backing for the warrants.

Compare one claim with another. Compare data between the two arguments.

Compare warrants and their backing, qualifiers, and rebuttals.

By analyzing the separate parts of an argument, you'll be much better equipped to evaluate each argument's validity. Then, as you begin to write, use Toulmin's methods to submit your own argument to the same rigorous analysis.

Key points:

- 1. Practical arguments--how real people argue, not the syllogisms of philosophers.
- 2. Begin with a claim, then justify the claim (i.e. defend the reasoning by which one arrives at the claim)
- 3. Toulmin is good for testing ideas and argument analysis (since they require the justification of every step of thought).
- 4. Data, Claim and Warrant are always needed, and should always be stated clearly (in writing an argument or analyzing another)
- 5. Qualifiers, Backing and Rebuttals may not be needed, but should be considered.
- 6. Toulmin arguments are a very useful tool for argument analysis.
- 7. Toulmin arguments are good for real arguments, about real things argued about by real people.
- 8. Not so much bridging the gap, but probing, carefully testing how you think of a claim, until you are satisfied by the truth and strength of the claim.

The Classical Argument

One of the oldest organizing devices in rhetoric is the classical argument, which incorporates the five parts of a discourse that ancient teachers of rhetoric believed were necessary for persuasion, especially when the audience included a mixture of reactions from favorable to hostile. They often prescribed this order to students, not because it was absolutely ideal, but because using the scheme encouraged the writer to take account of some of the most important elements of composing:

beginning in an interesting way

providing background or context that was relevant to their specific audience

stating their claims and evidence clearly and emphatically

taking account of opposing viewpoints and anticipating objections

and concluding in a satisfying and effective way.

The classical argument isn't a cookie-cutter template: simply filling in the parts does not by itself make you successful.

But if you use the structure as a way to make sure you cover all the needs of all parts of your audience, you will find it a very useful heuristic for developing effective arguments.

The classical argument traditionally consists of five parts:

	1) attract the interest of a specific audience and focus it on the subject of the argument.
	2) provide enough background information to make sure that the audience is aware of both the general problem as well as the specific issue or issues the writer is addressing
Introduction	3) It must clearly signal the writer's specific position on the issue and/or the direction of her/his argument. Usually a classical argument has a written thesis statement early in the paper—usually in the first paragraph or two.
	4) It must establish the writer's role or any special relationship the writer may have to the subject or the audience (i.e. why do you care?) It should also establish the image of the writer (the ethos) that he/she wants to project in the argument: caring, aggressive, passionate, etc.
	What are the arguments that support my thesis that my audience is most likely to respond to?
Confirmation	What arguments that support my thesis is my audience least likely to respond to?
	How can I demonstrate that these are valid arguments? What kind of inartistic proofs does my audience respect and respond well to?
	Where can I find the facts and testimony that will support my arguments? What kinds of artistic proofs will help reinforce my position?
	You want to concede any points that you would agree on or that will make your audience more willing to listen to you (as long as they don't fatally weaken your own side).
Concession	Here is a place to use both pathos and ethos: by conceding those matters of feeling and values that you can agree on, while stressing the character issues, you can create the opportunity for listening and understanding.
	you will also have to refute (that is, counter or out-argue) the points your opposition will make. You can do this in four ways:
Refutation	1) Show by the use of facts, reasons, and testimony that the opposing point is totally wrong. You must show that the opposing argument is based on incorrect evidence, questionable assumptions, bad reasoning, prejudice, superstition, or ill will.
	2) Show that the opposition has some merit but is flawed in some way. For instance, the opposing viewpoint may be true only in some circumstances

or within a limited sphere of application, or it may only apply to certain people, groups, or conditions. When you point out the exceptions to the opposition rule, you show that its position is not as valid as its proponents claim it is.

3) Show that the opposition has merits but is outweighed by other considerations. You are claiming, in essence, that truth is relative: when a difficult choice has to be made, we must put first things first. For instance, you may say that it's undesirable for young girls to have abortions, but when girls as young as ten become pregnant, they're too young to take on the burdens of motherhood and must not be forced to carry the pregnancy to term. Or you may say that yes, it's true that my proposal to halt global warming, but consider the costs if we do not undertake it, or how much the price will go up if we wait to undertake it.

4) Show that the reasoning used by the opposition is flawed: in other words, that it contains logical fallacies.

What are the most important opposing arguments? What concessions can I make and still support my thesis adequately?

How can I refute opposing arguments or minimize their significance? What are the possible objections to my own position?

What are the possible ways someone can misunderstand my own position?

How can I best deal with these objections and misunderstandings?

Too many times classical arguments don't close—they just stop, as if the last page is missing. And this sense of incompleteness leaves readers dissatisfied and sometimes less likely to accept your argument. So spending a little extra time to round the conclusion out is almost always worthwhile in making the argument more successful.

Conclusion

How can I best leave a strong impression of the rightness and importance of my view?

How can I best summarize or exemplify the most important elements of my argument?

What is the larger significance of the argument? What long-range implications will have the most resonance with my readers? How can I bring the argument "full circle" and leave my readers satisfied with the ending of my argument?

Key Points:

- 1. A common, accepted order of parts, which help you to structure your argument.
- 2. Require concession, yet affirmation.
- 3. Places the argument in a rhetorical mode, which has a beginning and an end (intro/conclusion) which the other types do not.
- 4. A way of thinking to help you cover the needs of your audience.